New Classrooms

Innovation Partners for Learning

2019
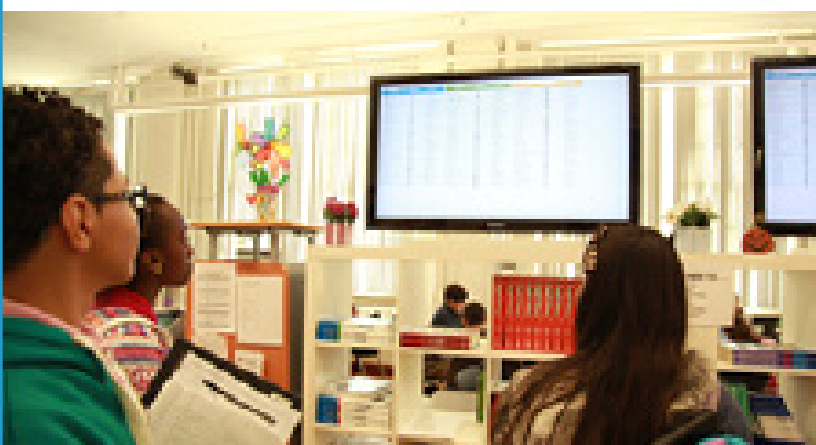ANNUAL
REPORT

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CO-FOUNDERS' CORNER

Dear Friends and Supporters,

We celebrate and reflect on our seventh year of helping schools deliver student-centered learning models for the benefit of every student, every day. Teach to One: Math (TTO), our first school-based model, served students in 39 schools in 11 states nationwide this year.

We're pleased to share the results of independent national research that demonstrated TTO's significant positive impact in our strongest partner schools. The longitudinal study found participating TTO students saw 23% greater learning gains over three consecutive years. Students grew even more—53% above the national average—in schools with growth-aligned accountability measures. On average, all students in the TTO school partner portfolio grew at a rate of 1.6 times the national average.

2018–19 was an exciting year of strategic growth for our organization as well. Our school partner portfolio grew, reflecting a deepened commitment to partner stewardship, with seven new district partners and 15 new school partners, including nine high-school and 30 middle-school partners. Our new policy and advocacy team is already engaged in a series of efforts to remove barriers to innovation and drive policies promoting our theory of change.

Finally, we welcomed several new dynamic and inspiring education leaders to our leadership teams. Together, we are delivering on a new theory of change guiding many of the accomplishments you'll read about in this report. We believe developing and demonstrating far better ways of "doing school" will catalyze a set of providers, champions, and policies that fuel widespread adoption, giving every student a far better chance to succeed. As we look ahead, we are more excited than ever for what is possible for students and for our organization.

Joel Rose

Joel Rose
Co-Founder & CEO

Chris Rush
Co-Founder & Chief Program Officer

A NEW APPROACH TO PERSONALIZED LEARNING

Who We Are

In June 2011, we launched New Classrooms Innovation Partners as a 501(c)(3) to personalize learning by redesigning how a classroom works— from the use of technology, time, and physical space to the instruction and content that engages each student. New Classrooms was founded by many members of the team who created School of One, an initiative incubated within the New York City Department of Education (NYCDOE) under Chancellor Joel Klein and Mayor Michael Bloomberg. Co-founders Joel Rose and Chris Rush launched School of One to determine whether it was possible to ensure each student is learning the right math lesson, at the right time, and in the right way that best meets their strengths and needs. Teach to One: Math, New Classrooms' flagship learning model, is the realization of this vision.

Over the last seven years, New Classrooms has continued to develop and refine Teach to One: Math while also growing the number of partnership schools and districts across the country. This year, Teach to One served over 9,000 students in 39 schools nationwide.

Solving a Core Problem

Our work is grounded in the belief that the traditional school model makes it nearly impossible for teachers to meet each student's unique needs. With one teacher, a set of textbooks, and 30 or so same-aged students in an 800-square-foot room, this model prioritizes grade-level material over a tailored approach to meet students where they are. Too often, the traditional model fails those who enter behind grade level and hinders those who enter near the top.

This problem is especially acute in mathematics, a major obstacle preventing students from achieving college- and career-ready standards. Mastery of math concepts builds on itself over time, so when students fall behind, those gaps carry over and the chance of catching up dwindles. If a student goes into ninth grade off track in math, they have a less than one in five chance of graduating high-school college-ready. Currently, two-thirds of students nationwide enter high-school off track in math.

Math is essential to success beyond high-school and college. To be successful in the new global economy, having strong math skills is a necessity. If we really want students to be ready, we have to think about what skills they need no matter their age or assigned grade level. That's a major driver behind Teach to One's expansion to high schools.

Teach to One: Math is just one of what we hope will be many new learning models to emerge over the next decade. Some of these models may be focused on specific subjects or grade spans, while others may apply more broadly. They will incorporate different pedagogical approaches, different educator roles, different ways to use technology, and different ways of using time and space. And they will reflect the very best thinking from those operating both inside and outside of the system today. Our theory of change is rooted in developing and demonstrating far better ways of "doing school" that will catalyze a set of providers, champions, and policies that fuel widespread adoption, giving every student a far better chance to succeed.

Developing School-Based Learning Models

Schools have several options when exploring how best to support personalization. At one end of the spectrum are digital products and tools teachers can use as learning supplements for their classroom. These products generally require the classroom teacher to determine how best to integrate them into their daily activities and workflow.

On the other end are comprehensive, school-based learning models such as Teach to One: Math that typically replace a school's core curriculum and embed personalization into all aspects of learning. School-based models combine an academic design that articulates what students learn with a set of operating structures shaping where, when, and how students learn. The operating structures affect what the teacher does, what the student does, and the organization of the classroom.

Defining Personalized Learning

Personalized learning describes the practice of making each student's needs the driving force in his or her education. It is an alternative to the traditional "one-size-fits-all" approach where students who happen to be the same age learn the same things at the same time.

Personalized learning does not have to mean students are working in isolation. They can experience a variety of instructional approaches and can be continually regrouped with other students who share common needs. While technology can play a role, it does not mean students must spend all of their time on computers.

LEARNER PROFILES

Each student has an up-to-date record of his or her individual strengths, needs, motivations, and goals.

COMPETENCY-BASED PROGRESSIONS

Each student's progress toward clearly defined goals is continually assessed. A student advances as soon as he or she demonstrates understanding.

PERSONALIZED LEARNING PATHS

All students are held to clear, high expectations, and follow a customized path that responds and adapts based on his or her individual learning progress, motivations, and goals..
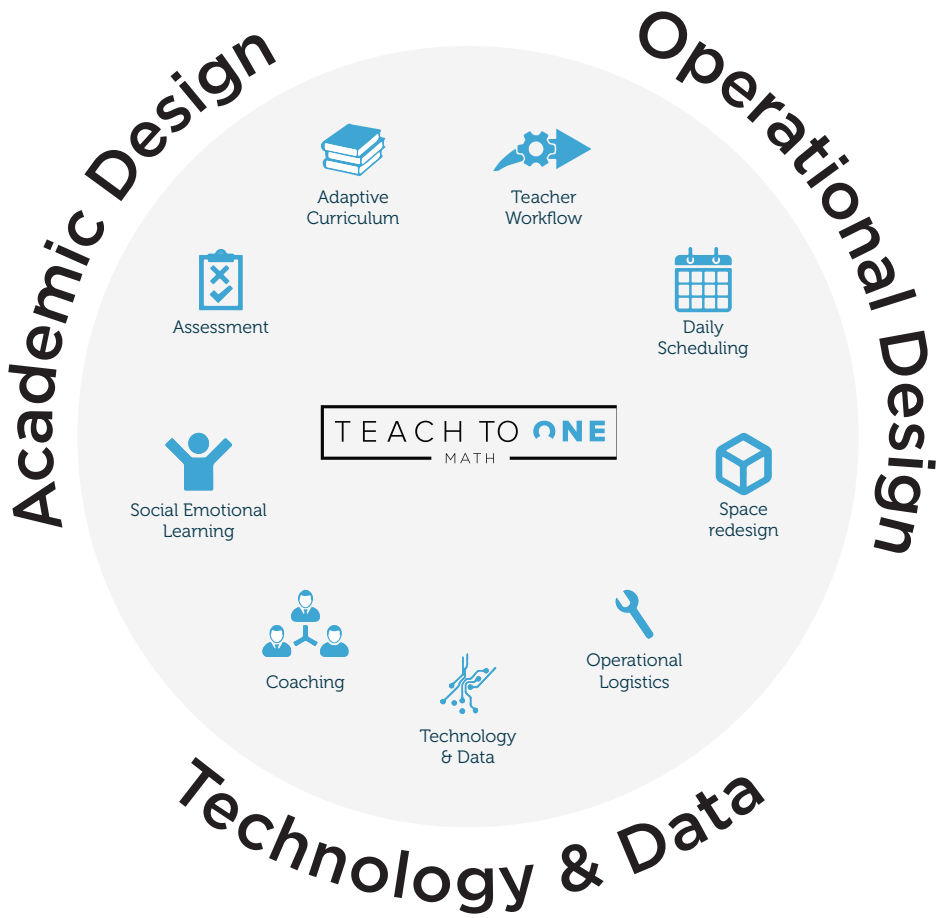
A FLEXIBLE LEARNING ENVIRONMENT

Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization, and time allocation—respond and adapt to support students in achieving their goals.

Models developed by organizations such as New Classrooms have teams of academic, operational, and technological experts focused on the research and development required to support personalization. To date, hundreds of thousands of hours have gone into the details of Teach to One: Math on everything from learning progressions, to instructional content, to assessment, to the logistics that enable personalized homework. Schools are then able to customize the model to meet the needs of their particular community.

Core Design Tenets

We designed Teach to One: Math (TTO) to enable students to explore the beauty and complexity of mathematics while also building habits for lifelong success. The following 10 core design tenets guided the development of the model.

Complete Learners

Students explore, question, defend, and build mathematical ideas, while also growing as curious, motivated, and collaborative members of their school community.

Able to Meet Students Where They Are

Students learn what they're ready to learn in ways that are mindful of—but not exclusive to—grade level expectations. This allows some students to catch up on pre-grade skills and others to get ahead with post-grade material.

Personalized Pathways

Students have personalized learning paths that are frequently and thoughtfully tailored just for them. They are able to accelerate their own learning, regardless of their individual starting point.

Multiple Integrated Approaches to Learning

Students coherently experience math through multiple integrated approaches to learning. This variety allows them to develop deep conceptual understandings, explore complex situations, and share their ideas.

Collective Teacher Responsibility

Teachers cultivate a culture of adult collaboration to benefit the needs of all students. Teaching communities thrive when teachers grow together, share their practices, and partner with one another (and with us) in support of student learning.

Shared Ownership Between Students and Teachers

Students and teachers build deep, caring relationships that enable them to share ownership for learning and feel collectively accountable for ambitious student learning outcomes.

Competency-Based Learning

Student pace is driven by their individual progress, rather than that of a group. As students demonstrate their understanding of mathematical skills or concepts, they are able to move ahead to new ideas.

Timely, Actionable Data

Teachers access info every day that allows them to plan their lessons based on timely, up-todate, actionable data about student progress and lesson activities. Teachers always know what their students understand and what they are working toward.

Continual Regrouping

Students work with anyone who shares their strengths and needs. Different students ready to learn the same mathematical skill or concept are continually regrouped with one another to work together and achieve their goals.

Flexible Use of Space

Students learn in flexible classroom environments that can simultaneously support multiple approaches to learning in order to accommodate each student's daily activities.

How it works
Deeper Learning Through Multiple Modalities

Anyone who's tried to master a complicated task—such as preparing the perfect coq au vin to impress your dinner guests—knows there's a disconnect between instruction and execution. You could have the greatest cookbook in the world, but conquering a difficult new recipe means trying, failing, changing your approach, and trying again (and again).

Neurological research helps us understand why. The more dendritic pathways the brain develops in association with a particular task, concept, or object, the deeper its understanding. In other words, there are a lot of learning steps to avoid serving your dinner guests a rubbery bird. You might spend some time on YouTube watching how to de-bone a chicken and consult a more experienced chef for braising techniques. And it wouldn't hurt to try out the recipe ahead of time before building a dinner party around it.
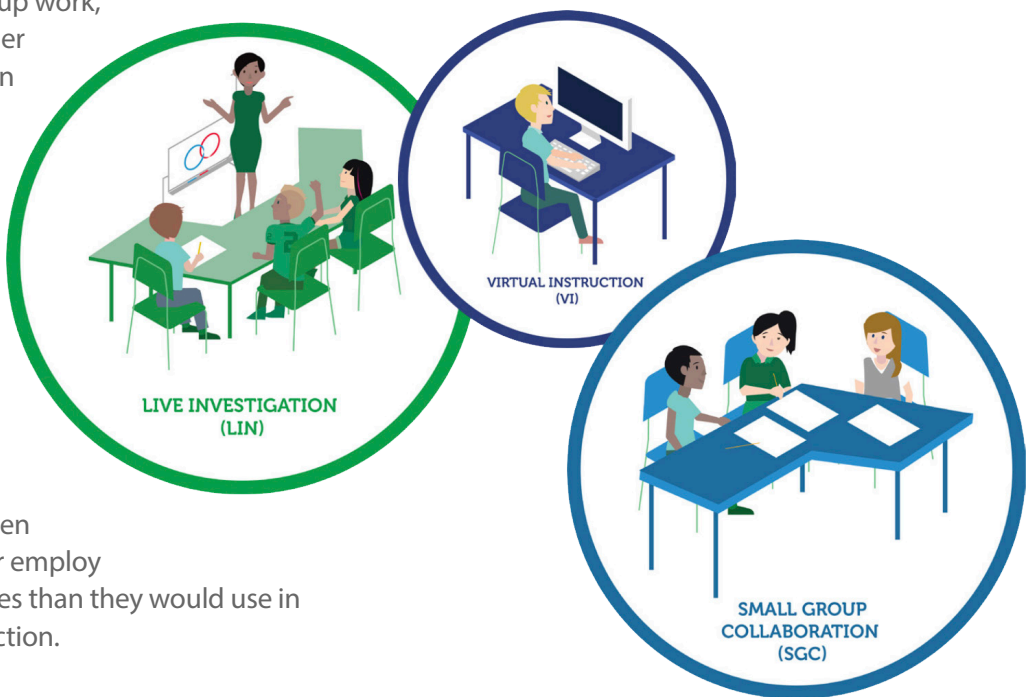
It's no different for an eighth-grader trying to understand linear functions. Having multiple and varied exposures to material when learning about skills and concepts leads to deeper learning. Some students may prefer to spend more time on the theory before tackling a tough math problem, while others might want to dive right in. Teacher-led instruction, small-group work, and independent learning are other approaches that improve retention and lead to deeper learning.

In response to research showing the benefit of multiple modalities, it is becoming more and more common for teachers to augment traditional teaching methods with learning centers or learning stations. These are places where students can learn individually or in small groups, often in ways that are more hands-on or employ different problem solving strategies than they would use in traditional teacher-student instruction.

Teach to One: Math harnesses the power of multiple modalities by creating a learning experience in which students are exposed to learning skills in different ways. In one day, for example, a student might move from teacher guided live investigation to virtual instruction on a laptop or small group collaboration.

In total, TTO offers nine different instructional approaches grouped into three categories: Teacher Delivered Modalities, Student Collaboration Modalities, and Independent Modalities.

We're excited to see students are responding positively to these changes. According to a November 2016 survey, 80% of students said that having multiple opportunities to master a math concept helps them learn.

LIVE INVESTIGATION
(LIN)

VIRTUAL INSTRUCTION
(VI)

SMALL GROUP
COLLABORATION
(SGC)

OUR TEAM

New Classrooms is committed to an organizational culture that values imaginative thinking, superior execution, ongoing professional development, and open, purposeful collaboration. Our team of professionals is made up of educators, technologists, curriculum designers, and school leaders.

Co-Founders

Joel Rose, New Classrooms co-founder and Chief Executive Officer, served in a variety of leadership roles in education, including Chief Executive for Human Capital at the New York City Department of Education (NYCDOE), where he led the creation of School of One. Joel earned a bachelor's degree in political science from Tufts University and a law degree from the University of Miami School of Law. Joel lives in Manhattan with his wife and two children.

Christopher Rush, New Classrooms co-founder and Chief Program Officer, previously led the design and development of Amplify's mCLASS reporting systems and initiated the creation of their consulting services group, serving as its Executive Director. He holds a Bachelor of Science in information systems from Penn State with concentrations in computer science, technological ethics and critical thinking and a Master of Science in information technology from the American InterContinental University. He lives in Brooklyn with his wife and daughter.

Leadership Team

Jessica Carey
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Beth Cohen
Vice President of External Relations

Susan Fine
Chief Academic Officer

Jennifer Kohn
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Vice President of Technology

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Vice President of Policy & Advocacy

BOARD OF DIRECTORS

The New Classrooms Board of Directors provides strategic direction and oversight for the organization. In addition to co-founders Joel Rose and Chris Rush, the board is currently comprised of 10 non-executive members. This year, we are thrilled to welcome three new dynamic leaders to our board:

"NEW CLASSROOMS BELIEVES THAT EDUCATION CAN ENABLE STUDENTS TO DISCOVER THEIR PASSIONS, NAVIGATE THE WORLD, AND PREPARE THEM FOR A SUCCESSFUL CAREER IN THE 21ST CENTURY – AND I LOOK FORWARD TO HELPING THEM REALIZE THAT VISION." – EMMA BLOOMBERG

Emma Bloomberg, founder and CEO of Murmuration, brings a passion for building healthy communities and creating educational success.

"TOO MANY OF OUR CLASSROOMS OPERATE INSTRUCTIONALLY IN WAYS THAT ARE MATERIALLY INDISTINGUISHABLE FROM HOW THEY WORKED IN THE 20TH CENTURY. NEW CLASSROOMS IS AT THE FOREFRONT OF TRANSFORMING OUR SCHOOLS IN WAYS THAT BETTER ENABLE ALL CHILDREN TO FULFILL THEIR POTENTIAL, AND I'M HONORED TO SUPPORT THIS WORK." – SHAVAR JEFFRIES

Shavar Jeffries, a civil rights lawyer and national president of Democrats for Education Reform (DFER), brings a personal commitment to ensuring a child's zip code does not define their destiny.

"NEW CLASSROOMS FOSTERS A COLLABORATIVE ENVIRONMENT THAT ENSURES STUDENTS HAVE A PATH TO LEARNING THAT SUITS THEIR NEEDS AS INDIVIDUALS. THANK YOU FOR BUILDING AN EXCITING EDUCATION MODEL FOR THE NEXT GENERATION—TOMORROW'S LEADERS." – PAUL MASSEY

Paul Massey, founding partner of B6 Real Estate Advisors, brings a passion for supporting innovative learning models to improve the future of education.

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Board of Advisors

The New Classrooms Board of Advisors is a volunteer team of prominent education leaders who provide strategic guidance on academic and organizational issues including learning progressions, program research, evaluation design, school culture, teacher professional development, organizational design, fiscal management, governmental relations and communications.

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CEO
Robin Hood Foundation

Joe Negron
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KIPP NYC

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Harvard Graduate School of Education

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Always Be Learning

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for Educational Issues
American Federation of Teachers

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Founder
Getting Smart

Gene Wilhoit
CEO
Center for Innovation in Education,
University of Kentucky

Jessie Woolley-Wilson
Chair, CEO & President
DreamBox Learning

Content Partners
Ensuring High-Quality Content

All Teach to One: Math content undergoes a comprehensive review to ensure high standards for every student's personalized curriculum. In addition to creating our own materials, we partner with leading providers of high-quality instructional materials including Carnegie Learning, enVision Mathematics, Eureka Math, Illustrative Mathematics, and LearnZillion. To date, our team of academic and curriculum experts designed, curated, and assessed over 9,000 of the highest quality lessons to incorporate into Teach to One: Math.

How does it work?

At the heart of the review process is TTO's research-based Content Quality Rubric. Lessons are evaluated against academic constructs and mathematic practices aligned to principles of quality content, including Universal Design for Learning (UDL) and Math Practice Standards. High-quality lessons must meet standards in four categories.

Alignment: The lesson covers the full breadth of the skill, allows for preparation and extension, fosters conceptual and procedural understanding, and sets up students to demonstrate skill mastery on assessments following the lesson.

Communication: The lesson's directions and text are clear and concise. Vocabulary is appropriate and student-friendly, prompts students to test multiple strategies, and provides positive reinforcement and motivation. The lesson balances visual and text.

Instructional Strategies: The lesson employs important instructional strategies such as providing multiple strategies to approach problems, in-lesson feedback, support for struggling students, and guidance on how to check work.

Critical Thinking: The lesson provides students opportunities to grapple and reflect, helping them make sense of the math presented. Common misconceptions are identified and addressed.

KEY HIGHLIGHTS AND ACCOMPLISHMENTS

This school year New Classrooms served 39 schools in 11 states nationwide. Our partner portfolio grew to include seven new district partners and 15 new school partners. These included nine high school partners and 30 middle school partners.

Most importantly, students participating in Teach to One: Math continued to demonstrate strong learning gains, outpacing the national average of their peers, with our schools on average achieving learning growth at 1.6 times the national average for the 2018-19 school year. Learning growth was even stronger in partner schools with learning growth-aligned approaches to assessment and accountability.

2018-19 School Partners

BOSTON, MASSACHUSETTS
City on a Hill Dudley Square
City on a Hill Circuit Street

NEW YORK, NEW YORK
J.H.S. 88 Peter Rouget
Cornerstone Academy (CASA)
Angelo Patri Middle School
Brooklyn Theater Arts
Leaders of Tomorrow

CHICAGO, ILLINOIS
William P. Gray Elementary School
LEARN 6 North Chicago
LEARN Romano Butler

NORWALK, CONNECTICUT
Nathan Hale Middle School
Columbus Magnet School
Norwalk High School

CENTRAL VALLEY, CALIFORNIA
Wonderful College Prep Middle School
Wonderful College Prep High School
Mendota Junior High School

NORTHERN NEW JERSEY
Jerome Dunn Academy
Passaic Gifted and Talented Academy
Nicholas S. La Corte-Peterstown
Nicholas Murray Butler School
Juan Pablo Duarte - Jose Julian Marti

BAY AREA, CALIFORNIA
Cristo Rey De La Salle East Bay High School
Roosevelt Middle School
ASCEND (Education for Change)

ATLANTA METRO AREA, GEORGIA
Bear Creek Middle School

INGLEWOOD, CALIFORNIA
Woodworth-Monroe TK-8 Academy

MIAMI & MIRAMAR, FLORIDA
SLAM Miami Middle School
SLAM North Miami
Somerset Academy - Central Miramar

NEW MEXICO
Mesa Alta Junior High School
Taos Middle School
Taos High School
Ranchos de Taos Elementary School

TULSA, OKLAHOMA
Hale Jr. High School
McLain High School
Webster Middle School

CHATTANOOGA, TENNESSEE
Howard High School of Academics & Tecnology
Brainerd High School

STUDENT SPOTLIGHT: SLAM NORTH MIAMI'S REGINA DIAZ

When Regina Diaz struggles to learn a new math skill in SLAM North Miami's Teach to One program, she's the first to admit her first reaction isn't always a positive one.

"When I'm struggling to learn something I feel frustrated because I don't get it," says Diaz, a sixth grader. Diaz's thirst to learn more has earned her a spot in SLAM North Miami's Over 100 Club – which is reserved for students who have mastered over 100 skills from their personalized TTO skill library.
"But that doesn't mean I stop trying to learn," she adds. "I will just practice the skill more often." Earlier this year, Regina was learning about algebraic equations and inequalities and how to graph inequalities on a number line. She called it her "math nightmare" because it was one of the few skills that was slowing her down.
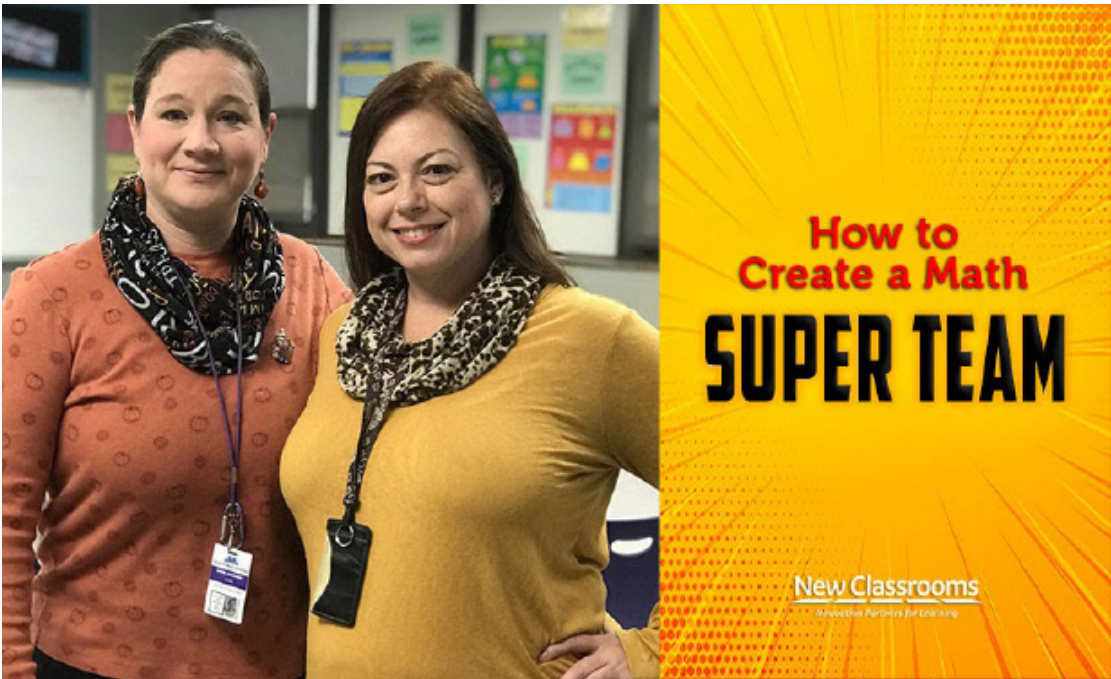
On her first day, she got a yellow on her Exit Slip and was stumped. "How could I get this wrong when I did everything correctly?" she recalls telling herself. The next day, after two more learning sessions, she was able to clarify some misconceptions, and earned a green on the Exit Slip, allowing her to move on to the next skill.

Diaz has now mastered much of the 7th grade curriculum as well as numerous algebra skills — even though she is still in 6th grade. In a traditional learning model, she says, the students would be learning based on a textbook and she'd be limited in what she could learn. Asked what she thought has helped her accelerate her learning, she mentioned TTO assessments called "Prove-Its," which are short quizzes that students take to prove they know new skills. "What I like best about TTO is that it's individualized," says Diaz. "The student learns at their own pace."

TEACH TO ONE IN TULSA: "IT'S WHAT'S BEST FOR KIDS."

For Elizabeth Noordyke, an award-winning math teacher at Tulsa Public Schools, one of the biggest benefits as Teach to One: Math math director is building stronger bonds with her colleagues. In TTO's collaborative teaching model, teachers at McLain Junior and Senior High School collaborate to design lessons, set learning norms and culture, and share effective teaching practices. Ultimately, the collaboration is all about the students, she says.

"First and foremost, it's what's best for kids," Noordyke says of the TTO model. McLain, where Noordyke is math director, is one of three TTO partner schools in the Tulsa district. Hale Junior High and Webster Middle School are the other two schools that we support in the Oklahoma region.

Teacher collaboration helped Hale Junior High School develop a student-centered math learning model during the last two years. Faced with high teacher turnover, the mathematics department at Hale Junior High was experiencing challenges heading into the 2016-17 school year, which included shifting to use our personalized learning model, Teach to One: Math. With thoughtful strategic planning enhanced staffing models, and a comprehensive approach, the school leaders turned uncertainty into an opportunity. Rather than hire for the traditional classroom model, they assembled a teacher team in the 2017-18 school year that was oriented around individual students' needs. Taking a page from a shared leadership model, this meant a lot more collaboration, distributed responsibilities, and alignment around a common vision for student success. As a result of creating this super team, 100 percent of teachers returned this school year and students made over a year-and-half worth of academic gains in one year.

YEAR SEVEN RESULTS

In the 2018–19 school year, students in Teach to One: Math (TTO) demonstrated strong growth on NWEA's MAP assessment, a norm-based interim assessment derived from more than 10 million students in the United States. Participating TTO students, on average, achieved gains in math at 1.6 times the national average.

Three-Year MAP Growth at Schools Using Teach to One: Math

In February 2019, an independent nationwide study of longitudinal data for students participating in TTO for three consecutive years showed even stronger positive gains on NWEA's nationally normed test. Researchers found students across the full set of 14 TTO schools that operated the program for three years saw 23% greater learning gains than students nationally on the NWEA MAP test. In schools with growth-aligned accountability measures, students grew even more—53% above the national average. The study was released by MarGrady Research and funded by the Bill & Melinda Gates Foundation.

Avg. MAP Score / Percentile vs. All Schools

Term	Avg. MAP Score	Percentile
F 15-16	210.4	15
W 15-16	214.5	15
S 15-16	218.0	18
F 16-17	216.5	21
W 16-17	219.7	21
S 16-17	223.6	27
F 17-18	221.9	31
W 17-18	225.5	34
S 17-18	227.5	35

"TEACH TO ONE SEEMS TO BE HAVING ITS STRONGEST IMPACT IN SCHOOLS THAT ALLOW FOR MEETING EACH STUDENT'S NEEDS REGARDLESS OF HER ASSIGNED GRADE LEVEL." – MICHAEL HORN

ADVANCING A VISION FOR INNOVATIVE LEARNING MODELS

The 2018-19 school year also saw New Classrooms forge a new strategic direction into policy and advocacy. In addition to establishing a policy & advocacy department, New Classrooms began working on a landmark white paper to explore the relationship between students' "unfinished learning" in middle school math and policies oriented around grade-based assessment and accountability.

The Tension Between Grade-Level Standards and Personalized Learning
A Conversation With Co-Founder Joel Rose

The following excerpt is adapted from a podcast interview in which New Classrooms CEO and Co-founder Joel Rose discusses current policy barriers for developing new student-centered learning models.

The way school has typically worked is that if you're in sixth grade, you learn sixth-grade materials and then you take a sixth-grade test. Then you go to seventh grade, learn seventh-grade materials, and take the seventh-grade test. Our assessment and accountability policies signal to educators to just cover grade-level material. But what if there is a seventh-grader coming in on the third-grade level? Schools are not organized to put that child on a path to success.

So the question that we're collectively wrestling with as we move into an era of personalized and competency-based learning is: How do we create enough flexibility in accountability systems so that schools are able to reach the unique needs of each student, regardless of their background, while also providing the transparency and equity guardrails to ensure all students are set up for success?

We need to create a space in our policy environments for schools to be able to do things differently, in a way that really sets the stage for the future, as opposed to just reinforcing what we've done in the past.

OUR FUNDING PARTNERS

The accomplishments outlined in this report were not possible without the generosity and strategic guidance of our supporters.

The following institutions made single or multi-year commitments of $1 million or more to support New Classrooms:

Anonymous
Arthur & Toni Rembe Rock
Bezos Family Foundation
Bill & Melinda Gates Foundation
Carnegie Corporation of New York
Chan Zuckerberg Education Initiative
Dalio Foundation

Koshland Family Foundation
Michael & Susan Dell Foundation
New Profit
Oak Foundation
Robin Hood Foundation
The Moriah Fund

The following institutions and individuals contributed support in the 2019 fiscal year:

Anonymous
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The Mark Zurack & Kathy Ferguson Foundation
The Trey Beck Charitable Fund
Tiger Foundation
Todd H. Larsen/Larsen Fund
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APPENDIX A: SCHOOL DATA SHEETS

School Data Sheets

The test result data included in this report were drawn from the implementations of Teach to One: Math (TTO) in partner schools during the 2018–19 school year. At each participating school, TTO students took at least two assessments: one measuring growth (MAP) and one measuring student performance relative to grade-level standards (annual state math exams).

Measures of Academic Progress (MAP) Growth Assessments

In order to measure student gains in mathematics, New Classrooms administers NWEA's MAP Growth assessment three times per year or in accordance with a partner district's own MAP administration calendar. A pre- and post-test is necessary for determining student growth during the course of a school year.

The MAP is aligned with the Common Core State Standards. Students who take the MAP receive a RIT score, which is assigned against a curriculum scale that uses the difficulty of individual questions to estimate student achievement. Individual student RIT scores have the same meaning independent of a student's grade level, but these scores can be compared to national averages for a given grade, and gains made from fall to spring can be compared to the national average for students in a given grade, as determined and released by NWEA.

In the summer of 2015, NWEA released new national average growth norms based on an extensive study of a larger pool of student test data than was available when NWEA did its last norming study in 2011. Across most grades and growth periods, the 2015 growth norms are slightly higher than the 2011 norms, while the 2015 status norms are slightly lower. In other words, under the new norms, students, on average, start the year with lower RIT scores, but grow more during the school year. This change better captures the summer learning loss many students experience.

Both norms, however, are an inadequate counterfactual to how students in TTO would have performed had they not experienced the TTO learning model. While the national average provides some mooring in what is normal growth for students in the same grade, it doesn't control for all the variables that make a school environment unique: school culture, teacher quality, peer effects, district mandates, etc. Thus, in the absence of a more rigorous study that can control for these variables, it is important to keep in mind the limitations of national norms.

Because these exams measure growth, only students who were present for both the pre- and post-administrations of the MAP exam are included in the MAP data sample for each school. Furthermore, to help ensure data integrity, New Classrooms filters out students who do not meet the NWEA high-stakes testing guidelines. Acknowledging that MAP tests, which are designed to be formative assessments, are sometimes used in high-stakes scenarios, NWEA published guidelines for MAP testing that help ensure the validity and reliability of the data. Because MAP is the primary means of stakeholder evaluation of TTO, New Classrooms follows the high-stakes guidelines for MAP re-testing recommendations and evaluation data-filtering.

THE KEY POINTS OF THESE GUIDELINES ARE:

	Score Based Guidelines	Time Based Guidelines
Typical Scenario	• Typical fall to winter MAP Growth ranges from approximately 2 RIT points (9th grade norms) to 6 RIT points (5th grade norms), and typical winter to spring MAP Growth ranges from approximately 1 RIT point (9th grade norms) to 5 RIT points (5th grade norms)	• Typical time spent on the MAP test is approximately 30–50 minutes. If a student spends a great deal less time on an assessment compared to the previous or subsequent test, it calls into question the student's level of effort. The test will thus be considered invalid.
Criteria for an Invalid Assessment		
Fall	• For returning students with prior year MAP data, drop of 10 points or more from spring of prior year	• For returning students with prior year MAP data, student spent 30 minutes or more on spring test than fall test • Student spent 30 minutes or more on winter test than fall test
Winter	• Drop of 10 points or more from fall test	• Student spent 30 minutes or more on fall test than winter test Student spent 30 minutes or more on spring test than winter test
Spring	• Drop of 10 points or more from winter test	• Student spent 30 minutes or more on winter test than spring test

Each assessment is evaluated separately. Once an assessment is identified as potentially invalid, it is kept out of any growth-period analysis. When analyzing growth for a student, both tests from the time period chosen need to be valid. For example, fall to spring comparison requires fall and spring MAP tests to be "good," but not the winter MAP. Approximately 30% of our students are filtered out of each growth period. We only report on subgroups with 25 students or more.

State Exams

Students in Teach to One: Math partner schools also took state-mandated exams specific to their school's home state:

• Partnership for Assessment of Readiness for College and Careers
• Smarter Balanced Assessment Consortium
• New York State Math Exam
• Georgia Milestones
• Oklahoma School Testing Program
• Massachusetts Comprehensive Assessment System
• Tennessee Comprehensive Assessment Program
• Illinois Assessment of Readiness
• Florida Standards Assessments

All students who were on TTO rosters at the end of the school year are included in the state test results summary. We have not applied any filters. In instances where we could not obtain student-level results matched to our rosters, we use publicly reported data, which may include a handful of students who were not served by New Classrooms. We hope that the following School Data Sheets will help further our goals of transparency and shared learning.

Angelo Patri Middle School
New York City Public Schools: 2018-2019 SY

Principal: Angel Ortega Initial Program Year: 2018-19 Grades Served: 6th Total # of Students in TTO: 147	Demographic Information: White: 1% Black: 23% American Indian/Alaskan Native: 0% Hispanic: 73% Asian/Pacific Islander: 2% Multi-Race: 1% ELL: 36% Free/Reduced Lunch: 91%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 6th Grade RIT Score (Fall 2018): 202.51
Approx Starting Point: 2 years below grade level

Angelo Patri MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	67	202.51	203.50	209.00	6.49
6th Grade	67	202.51	203.50	209.00	6.49
Below Grade (Lower than Natl. Avg. RIT)	58	200.95	202.29	207.07	6.12
On/Above (At Natl. Avg. RIT or higher)	9	222.80	221.89	231.69	8.89
Special Education**	0	NA	NA	NA	NA
English Language Learner**	4	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

***We were unable to get TTO student level state test data from the school, this is publicly reported data.

Angelo Patri New York State Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
6th Grade	149	75%	18%	7%	0%	7%

Ascend (Education for Change)
Education for Change Public Schools: 2018-2019 SY

Principal: Morgan Alconcher Initial Program Year: 2014-15 Grades Served: 5-8 Total # of Students in TTO: 211	Demographic Information: White: 13% Black: 3% American Indian/Alaskan Native: 0% Hispanic: 79% Asian/Pacific Islander: 5% Multi-Race: 0% ELL: 60% Free/Reduced Lunch: 93%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 5th Grade RIT Score (Fall 2018): 199.81
Approx Starting Point: 1 years below grade level

Ascend MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	103	208.26	210.97	214.83	6.57
5th Grade	42	199.81	199.99	204.76	4.95
6th Grade	29	208.78	213.67	217.95	9.17
7th Grade	25	220.88	225.41	228.12	7.24
8th Grade	7	215.25	216.39	218.39	3.14
Below Grade (Lower than Natl. Avg. RIT)	70	201.66	203.80	206.23	4.57
On/Above (At Natl. Avg. RIT or higher)	33	226.20	230.49	237.02	10.82
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.
**N too small after NWEA High Stakes filtering to report on this subgroup
***We were unable to get TTO student level state test data from the school, this is publicly reported data for all students at the school.

Ascend SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	208	36%	31%	18%	14%	32%
5th Grade	52	54%	33%	10%	4%	13%
6th Grade	52	35%	38%	15%	12%	27%
7th Grade	53	38%	25%	23%	15%	38%
8th Grade	51	20%	29%	24%	27%	51%

Bear Creek Middle School
Fulton County School District: 2018-2019 SY

Principal: Anthony Newbold Initial Program Year: 2014-15 Grades Served: 6-8 Total # of Students in TTO: 1156	Demographic Information: White: 3% Black: 84% American Indian/Alaskan Native: 0% Hispanic: 12% Asian/Pacific Islander: 1% Multi-Race: 0% ELL: 0% Free/Reduced Lunch: 83%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 205.10
Approx Starting Point: 1.5 years below grade level

Bear Creek MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	286	210.20	212.22	214.99	4.79
6th Grade	118	205.10	210.26	211.97	6.87
7th Grade	54	211.42	211.80	215.05	3.63
8th Grade	114	216.34	215.80	219.52	3.18
Below Grade (Lower than Natl. Avg. RIT)	222	206.38	207.93	209.67	3.29
On/Above (At Natl. Avg. RIT or higher)	64	226.25	229.87	236.23	9.98
Special Education	31	202.06	201.79	203.61	1.55
English Language Learner	7	200.00	200.86	202.86	2.86

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.
***We were unable to get TTO student level state test data from the school, this is publicly reported data for all students at the school.

Bear Creek Georgia Milestones Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	1191	43%	38%	13%	2%	15%
6th Grade	426	39%	30%	17%	4%	21%
7th Grade	434	40%	44%	14%	3%	16%
8th Grade	331	51%	41%	8%	1%	8%

Brainerd High School
Hamilton County Department of Education: 2018-2019 SY

Principal: Christopher James Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 137	Demographic Information: White: 4% Black: 92% American Indian/Alaskan Native: 0% Hispanic: 3% Asian/Pacific Islander: 1% Multi-Race: 0% ELL: 0% Free/Reduced Lunch: 71%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2017): 206.23
Approx Starting Point: 4 years below grade level

Brainerd MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	39	206.23	203.66	206.90	0.67
9th Grade	39	206.23	203.66	206.90	0.67
Below Grade (Lower than Natl. Avg. RIT)	37	204.98	202.72	205.12	0.14
On/Above (At Natl. Avg. RIT or higher)**	2	NA	NA	NA	NA
Special Education**	6	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

***There is no 9th grade Tennessee state exam

Brainerd Tennessee State Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

Brooklyn Theater Arts High School
New York City Public Schools: 2018-2019 SY

Principal: David Ward Initial Program Year: 2018-19 Grades Served: 9-10 Total # of Students in TTO: 100	Demographic Information: White: 2% Black: 83% American Indian/Alaskan Native: 0% Hispanic: 10% Asian/Pacific Islander: 2% Multi-Race: 3% ELL: 2% Free/Reduced Lunch:83%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018)   213.26

Approx Starting Point: 3 years below grade level

Brooklyn Theater Arts MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	28	211.03	214.82	216.07	5.04
9th Grade	26	213.26	216.76	218.22	4.96
10th Grade	2	203.50	211.00	209.50	6.00
Below Grade (Lower than Natl. Avg. RIT)	22	208.50	212.82	212.77	4.27
On/Above (At Natl. Avg. RIT or higher)	6	238.00	240.69	245.83	7.83
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Brooklyn Theater Arts New York State Regents Exam	N	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Proficient
All Students	20	50.00%	35.00%	15.00%	0.00%	0.00%	15.00%
9th Grade	15	40.00%	40.00%	20.00%	0.00%	0.00%	20.00%
10th Grade	5	80.00%	20.00%	0.00%	0.00%	0.00%	0.00%

Cornerstone Academy for Social Action
New York City Public Schools: 2018-2019 SY

Principal: Jamaal Bowman Initial Program Year: 2017-18 Grades Served: 6-8 Total # of Students in TTO: 260	Demographic Information: White: 2% Black: 60% American Indian/Alaskan Native: 0% Hispanic: 36% Asian/Pacific Islander: 1% Multi-Race: 1% ELL: 2% Free/Reduced Lunch: 74%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 206.25

Approx Starting Point: 1.5 years below grade level

CASA MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	133	212.40	215.83	221.25	8.85
6th Grade	46	206.35	209.82	216.07	9.72
7th Grade	45	214.64	219.32	225.02	10.38
8th Grade	42	221.24	223.74	227.50	6.26
Below Grade (Lower than Natl. Avg. RIT)	74	205.34	208.00	211.07	5.73
On/Above (At Natl. Avg. RIT or higher)	59	229.94	234.38	242.70	12.76
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.
**N too small after NWEA High Stakes filtering to report on this subgroup
*We were unable to get TTO student level state test data from the school, this is publicly reported data.

CASA New York State Exam	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	228	50%	26%	17%	7%	24%
6th Grade	80	54%	23%	18%	6%	24%
7th Grade	80	46%	29%	21%	4%	25%
8th Grade	68	49%	28%	12%	12%	24%

Circuit Street High School
City on a Hill Charter Network: 2018-2019 SY

Principal: Nick Delis Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 260	Demographic Information: White: 1% Black: 66% American Indian/Alaskan Native: 0% Hispanic: 32% Asian/Pacific Islander: 0% Multi-Race: 1% ELL: 15% Free/Reduced Lunch: 53%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018)   222.65

Approx Starting Point: 1.5 years below grade level

Circuit Street MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	33	222.65	222.50	225.83	3.18
9th Grade	33	222.65	222.50	225.83	3.18
Below Grade (Lower than Natl. Avg. RIT)	25	214.57	213.93	216.73	2.16
On/Above (At Natl. Avg. RIT or higher)	8	239.55	241.07	245.93	6.38
Special Education**	4	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

***There is no 9th grade MCAS exam

Circuit Street MCAS Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

Columbus Magnet School
Norwalk Public Schools: 2018-2019 SY

Principal: Medard Thomas Initial Program Year: 2018-19 Grades Served: 5 Total # of Students in TTO: 80	Demographic Information: White: 39% Black: 22% American Indian/Alaskan Native: 0% Hispanic: 30% Asian/Pacific Islander: 4% Multi-Race: 4% ELL: 11% Free/Reduced Lunch: 51%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2018): 216.09

Approx Starting Point: 1 year below grade level

Columbus Magnet MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	43	215.54	223.48	227.01	11.47
5th Grade	40	216.09	224.20	227.66	11.57
Below Grade (Lower than Natl. Avg. RIT)	16	203.94	210.36	210.69	6.75
On/Above (At Natl. Avg. RIT or higher)	27	224.38	232.87	238.64	14.26
Special Education**	3	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Columbus Magnet SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	NA	NA	NA	NA	NA	0%
5th Grade	NA	NA	NA	NA	NA	0%

***State test data not provided by school, and publicly reported data shared in a different format.

Cristo Rey High School
Cristo Rey Network: 2018-2019 SY

Principal: Ana Hernandez-Cortez Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 67	Demographic Information: White: 0% Black: 17% American Indian/Alaskan Native Hispanic: 76% Asian/Pacific Islander: 7% Multi-Race: 0% ELL: 0% Free/Reduced Lunch: 100%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 9th Grade RIT Score (Fall 2018): 222.23
Approx Starting Point: 1.5 year below grade level

Gray MAP Data	N	TTO Average Fall 2017 RIT Score	TTO Average Winter 2018 RIT Score	TTO Average Spring 2018 RIT Score	TTO Avg Fall to Spring Gain
All Students*	43	222.23	224.56	227.25	5.02
9th Grade	43	222.23	224.56	227.25	5.02
Below Grade (Lower than Natl. Avg. RIT)	27	213.89	215.52	217.74	3.85
On/Above (At Natl. Avg. RIT or higher)	16	236.31	240.05	243.31	7.00
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Cristo Rey SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

***There is no 9th grade SBAC exam

Dudley Square High School
City on a Hill Charter Network: 2018-2019 SY

Principal: Sonya Pratt Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 71	Demographic Information: White: 2% Black: 65% American Indian/Alaskan Native: 0% Hispanic: 31% Asian/Pacific Islander: 1% Multi-Race: 2% ELL: 25% Free/Reduced Lunch: 58%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 9th Grade RIT Score (Fall 2017): 210.93
Approx Starting Point: 4 years below grade level

Dudley Square MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	40	210.93	210.54	212.73	1.80
9th Grade	40	210.93	210.54	212.73	1.80
Below Grade (Lower than Natl. Avg. RIT)	33	208.24	207.06	207.88	-0.36
On/Above (At Natl. Avg. RIT or higher)	7	233.33	237.13	245.33	12.00
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Dudley Square MCAS Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

***There is no 9th grade MCAS exam

William P. Gray Elementary
Chicago Public Schools: 2018-2019 SY

Principal: Susan Gross Initial Program Year: 2012-13 Grades Served: 6-8 Total # of Students in TTO: 367	Demographic Information: White: 8% Black: 2% American Indian/Alaskan Native: 0% Hispanic: 85% Asian/Pacific Islander: 3% Multi-Race: 2% ELL: 16% Free/Reduced Lunch:100%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018) 216.67

Approx Starting Point: On Grade

Gray MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	230	222.25	226.64	231.97	9.72
6th Grade	92	216.67	222.72	229.15	12.48
7th Grade	77	227.83	231.92	237.17	9.34
8th Grade	61	226.42	229.50	232.47	6.05
Below Grade (Lower than Natl. Avg. RIT)	63	210.80	214.27	217.93	7.13
On/Above (At Natl. Avg. RIT or higher)	167	231.92	236.52	242.62	10.70
Special Education	28	215.96	220.68	226.25	10.29
English Language Learner	34	210.47	216.94	221.35	10.88

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

Gray IAR Exam	N	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Proficient
All Students	350	14%	33%	32%	20%	1.00%	21%
6th Grade	133	15%	32%	38%	14%	2.00%	16%
7th Grade	123	3%	32%	38%	24%	2%	26%
8th Grade	94	28%	35%	16%	21%	0%	21%

Nathan Hale Jr. High School
Tulsa Public Schools: 2018-2019 SY

Principal: Jody Parsons Initial Program Year: 2016-17 Grades Served: 7-8 Total # of Students in TTO: 550	Demographic Information: White: 18% Black: 18% American Indian/Alaskan Native: 5% Hispanic: 49% Asian/Pacific Islander: 2% Multi-Race: 8% ELL: 22% Free/Reduced Lunch: 83%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2018): 207.19

Approx Starting Point: 2 years below grade level

Hale JHS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	260	209.63	211.31	213.92	4.29
7th Grade	171	207.19	208.81	211.48	4.29
8th Grade	89	214.82	216.59	219.10	4.28
Below Grade (Lower than Natl. Avg. RIT)	216	205.17	206.57	208.95	3.78
On/Above (At Natl. Avg. RIT or higher)	44	229.94	233.01	236.71	6.77
Special Education	49	202.23	203.33	205.92	3.69
English Language Learner	53	204.06	206.01	207.46	3.40

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

Hale JHS Oklahoma State Exam***	N	Level 1	Level 2	Level 3	Level 4	% Proficient
7th Grade	300	79%	17%	4%	0%	4%
8th Grade	176	83%	16%	1%	0%	1%

**We were unable to get student level data from the school. This is publicly reported data.

The Howard School
Hamilton County Department of Education: 2018-2019 SY

Principal: Leandrea Ware Initial Program Year: 2018-19 Grades Served: 9 Total # of Students in TTO: 237	Demographic Information: White: 2% Black: 52% Hispanic: 46% Asian: <1% ELL: 29% Free/Reduced Lunch: 59%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018): 208.51

Approx Starting Point: 3 years above grade level

Howard MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	97	208.51	210.67	212.60	4.09
9th Grade	97	208.51	210.67	212.60	4.09
Below Grade (Lower than Natl. Avg. RIT)	84	204.58	206.49	207.76	3.18
On/Above (At Natl. Avg. RIT or higher)	13	235.50	240.50	245.50	10.00
Special Education	8	191.88	192.79	193.50	1.62
English Language Learner	36	199.81	202.45	204.89	5.08

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

Howard Tennessee State Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

***There is no 9th grade Tennessee state exam

Leaders of Tomorrow Middle School
New York City Public Schools: 2018-2019 SY

Principal: Joseph Biernat Initial Program Year: 2018-19 Grades Served: 6th Total # of Students in TTO: 136	Demographic Information: White: 1% Black: 59% American Indian/Alaskan Native: 0% Hispanic: 37% Asian/Pacific Islander: 1% Multi-Race: 1% ELL: 14% Free/Reduced Lunch: 91%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018)   200.14

Approx Starting Point: 2 year below grade level

Leaders of Tomorrow MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	92	200.14	204.71	209.61	9.47
6th Grade	92	200.14	204.71	209.61	9.47
Below Grade (Lower than Natl. Avg. RIT)	75	197.09	202.48	206.21	9.12
On/Above (At Natl. Avg. RIT or higher)	17	222.89	224.95	233.89	11.00
Special Education	11	186.00	195.22	197.00	11.00
English Language Learner	27	197.35	202.55	208.61	11.26

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth..

Leaders of Tomorrow New York State Exam	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
6th Grade	125	70%	22%	7%	1%	8%

Learn 6 Campus in North Chicago
LEARN Charter School Network: 2018-2019 SY

Principal: Kelly Tyson Initial Program Year: 2015-16 Grades Served: 5-8 Total # of Students in TTO: 208	Demographic Information: White: 4% Black: 31% American Indian/Alaskan Native: 0% Hispanic: 58% Asian/Pacific Islander: 1% Multi-Race: 6% ELL: 21% Free/Reduced Lunch: 67%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2018): 217.38

Approx Starting Point: 1 years below grade level

Learn 6 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	89	223.47	224.75	232.60	9.13
5th Grade	31	217.38	219.64	226.22	8.84
6th Grade	23	222.05	222.05	229.79	7.74
7th Grade	23	230.09	232.05	240.83	10.74
8th Grade	12	227.11	228.28	236.61	9.50
Below Grade (Lower than Natl. Avg. RIT)	28	210.33	210.67	216.33	6.00
On/Above (At Natl. Avg. RIT or higher)	61	229.42	230.91	239.99	10.57
Special Education	10	207.50	207.38	217.50	10.00
English Language Learner	21	214.69	213.87	222.74	8.05

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering map-growth.

Learn 6 PARCC Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	190	9%	33%	35%	19%	3%	23%
5th Grade	52	6%	33%	38%	19%	4%	23%
6th Grade	55	16%	36%	24%	22%	2%	24%
7th Grade	52	2%	27%	44%	23%	4%	27%
8th Grade	31	16%	39%	32%	10%	3%	13%

McLain Junior High School
Tulsa Public Schools: 2018-2019 SY

Principal: John Williams Initial Program Year: 2016-17 Grades Served: 8-12 Total # of Students in TTO: 607	Demographic Information: White: 7% Black: 46% American Indian/Alaskan Native: 2% Hispanic: 42% Asian/Pacific Islander: 1% Multi-Race: 3% ELL: 25% Free/Reduced Lunch: 89%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 8th Grade RIT Score (Fall 2018): 199.21

Approx Starting Point: 4 years below grade level

Mclain MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	176	209.86	209.66	213.62	3.76
8th Grade	26	199.21	196.61	201.06	1.85
9th Grade	61	209.05	207.53	212.61	3.56
10th Grade	41	212.59	212.24	216.96	4.37
11th Grade	34	212.91	216.10	217.76	4.85
12th Grade	12	217.53	218.39	221.28	3.75
Below Grade (Lower than Natl. Avg. RIT)	157	208.52	208.10	211.95	3.43
On/Above (At Natl. Avg. RIT or higher)*	17	233.20	235.06	239.96	6.76
Special Education	66	206.05	205.83	210.57	4.52
English Language Learner	47	209.19	211.20	214.98	5.79

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

McLain Oklahoma State Exam**	N	Level 1	Level 2	Level 3	Level 4	% Proficient
8th Grade	98	93%	6%	1%	0%	1%

** We were unable to get student level data from the school. This is publicly reported 8th grade data. There is no end of year state math test for grades 9-12.

Mendota Junior High School
Mendota Unified School District: 2018-2019 SY

Principal: Travis Kirby Initial Program Year: 2017-18 Grades Served: 7-8 Total # of Students in TTO: 188	Demographic Information: White: 1% Black: 1% American Indian/Alaskan Native: 0% Hispanic: 98% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 52% Free/Reduced Lunch: 99%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2018): 200.03

Approx Starting Point: 3 years below grade level

Mendota MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	73	202.98	206.51	210.99	8.01
7th Grade	36	200.03	204.29	210.34	10.31
8th Grade	37	206.67	209.86	212.45	5.78
Below Grade (Lower than Natl. Avg. RIT)	71	202.98	206.71	211.06	8.08
On/Above (At Natl. Avg. RIT or higher)**	2	NA	NA	NA	NA
Special Education**	1	NA	NA	NA	NA
English Language Learner	41	200	202.10	208.10	8.1

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Mendota SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
7th Grade	N not provided	52%	30%	11%	8%	19%
8th Grade	N not provided	44%	26%	18%	12%	30%

***We were unable to get TTO student level state test data from the school, this is publicly reported data for all students at the school.

Mesa Alta Junior High School
Bloomfield School District: 2018-2019 SY

Principal: Elvira Crockett Initial Program Year: 2017-18 Grades Served: 7-8 Total # of Students in TTO: 439	Demographic Information: White: 64% Black: 1% American Indian/Alaskan Native: 34% Hispanic: 1% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 0% Free/Reduced Lunch: 99%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 7th Grade RIT Score (Fall 2018): 214.39

Approx Starting Point: 1 years below grade level

Mesa Alta MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	149	214.38	217.93	219.80	5.42
7th Grade	74	214.39	216.35	217.69	3.30
8th Grade	75	214.38	219.54	221.90	7.52
Below Grade (Lower than Natl. Avg. RIT)	99	207.82	210.85	211.71	3.89
On/Above (At Natl. Avg. RIT or higher)	50	231.02	235.95	239.48	8.46
Special Education	27	203.21	207.93	209.54	6.33
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup.

Mesa Alta PARCC Exam***	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	NA	NA	NA	NA	NA	NA	NA
7th Grade	196	-	-	-	-	-	7%
8th Grade	203	-	-	-	-	-	7%

***The school did not provide us with student level data. This publicly reported data only provides proficiency results, not results by level.

MS 88 Peter Rouget
New York City Public Schools: 2018-2019 SY

Principal: Ailene Mitchell Initial Program Year: 2012-13 Grades Served: 6-8 Total # of Students in TTO: 315	Demographic Information: White: 10% Black: 12% American Indian/Alaskan Native: 0% Hispanic: 59% Asian/Pacific Islander: 18% Multi-Race: 0% ELL: 14% Free/Reduced Lunch: 88%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018)   215.02

Approx Starting Point: On Grade

MS88 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	202	219.45	224.62	227.93	8.48
6th Grade	96	215.02	220.32	224.94	9.92
7th Grade	75	224.84	229.78	232.04	7.20
8th Grade	31	221.17	225.50	228.27	7.10
Below Grade (Lower than Natl. Avg. RIT)	85	209.46	213.57	215.51	6.05
On/Above (At Natl. Avg. RIT or higher)	117	230.84	236.74	241.08	10.24
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

MS88 New York State Exam	N	% Level 1	% Level 2	% Level 3		% Proficient
All Students	255	29.00%	28.00%	24.00%	20.00%	44.00%
6th Grade	103	28.00%	23.00%	26.00%	22.00%	48.00%
7th Grade	105	25.00%	27.00%	24.00%	25.00%	49.00%
8th Grade	47	38.00%	40.00%	17.00%	4.00%	21.00%

Nathan Hale Middle School
Norwalk Public Schools: 2018-2019 SY

Principal: Albert Sackey Initial Program Year: 2016-17 Grades Served: 6-8 Total # of Students in TTO: 644	Demographic Information: White: 34% Black: 14% American Indian/Alaskan Native: 1% Hispanic: 42% Asian/Pacific Islander: 4% Multi-Race: 5% ELL: 6% Free/Reduced Lunch: 41%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 217.07

Approx Starting Point: On Grade

NHMS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	371	222.37	225.81	228.06	5.69
6th Grade	109	217.07	222.12	225.55	8.48
7th Grade	133	225.84	228.40	229.85	4.01
8th Grade	129	223.92	227.05	228.99	5.07
Below Grade (Lower than Natl. Avg. RIT)	159	211.16	213.90	215.53	4.37
On/Above (At Natl. Avg. RIT or higher)	212	232.51	236.44	239.19	6.68
Special Education	25	202.74	207.08	211.02	8.28
English Language Learner**	1	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

NHMS SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
All Students	NA	NA	NA	NA	NA	NA
6th Grade	NA	NA	NA	NA	NA	NA
7th Grade	NA	NA	NA	NA	NA	NA
8th Grade	NA	NA	NA	NA	NA	NA

***State test data not provided by school, and publicly reported data shared in a different format.

Norwalk High School
Norwalk Public Schools: 2018-2019 SY

Principal: Reginald Roberts Initial Program Year: 2018-19 Grades Served: 9th Total # of Students in TTO: 38	Demographic Information: White: 14% Black: 17% American Indian/Alaskan Native: 0% Hispanic: 64% Asian/Pacific Islander: 0% Multi-Race: 6% ELL: 17% Free/Reduced Lunch: 78%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 9th Grade RIT Score (Fall 2018): 223.00
Approx Starting Point: 1 years below grade level

Norwalk HS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	17	223.00	225.96	229.35	6.35
9th Grade	17	223.00	225.96	229.35	6.35
Below Grade (Lower than Natl. Avg. RIT)	11	222.07	223.86	225.16	3.09
On/Above (At Natl. Avg. RIT or higher)	6	236.00	242.33	248.33	12.33
Special Education**	1	NA	NA	NA	NA
English Language Learner**	3	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Norwalk HS SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient
9th Grade	NA	NA	NA	NA	NA	NA

***There is no 9th grade Massachusetts state exam

Ranchos de Taos Elementary School
Taos Public Schools: 2018-2019 SY

Principal: Lourdes Cordova Initial Program Year: 2018-19 Grades Served: 5th Total # of Students in TTO: 63	Demographic Information: White: 87% Black: 0% American Indian/Alaskan Native: 5% Hispanic: 8% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 10% Free/Reduced Lunch: 100%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 6th Grade RIT Score (Fall 2018): 199.40
Approx Starting Point: 1 years below grade level

Ranchos de Taos MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	43	199.40	204.57	209.75	10.35
5th Grade	43	199.40	204.57	209.75	10.35
Below Grade (Lower than Natl. Avg. RIT)	38	197.82	202.87	207.16	9.34
On/Above (At Natl. Avg. RIT or higher)**	5	NA	NA	NA	NA
Special Education**	1	NA	NA	NA	NA
English Language Learner**	5	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Ranchos de Taos PARCC Exam***	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
5th Grade	61	NA	NA	NA	NA	NA	16

***The school did not provide us with student level data. This publicly reported data only provides proficiency results, not results by level.

LEARN Romano Butler Campus
LEARN Charter School Network: 2018-2019 SY

Principal: Robin Johnson Initial Program Year: 2015-16 Grades Served: 5-8 Total # of Students in TTO: 181	Demographic Information: White: 1% Black: 95% American Indian/Alaskan Native: 0% Hispanic: 4% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 3% Free/Reduced Lunch: 96%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 5th Grade RIT Score (Fall 2018): 215.95

Approx Starting Point: 1 year above grade level

Romano Butler MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	85	224.79	229.51	232.34	7.55
5th Grade	21	215.95	222.32	226.24	10.29
6th Grade	17	215.64	219.72	222.40	6.76
7th Grade	28	229.95	235.22	237.66	7.71
8th Grade	19	233.79	236.23	238.79	5.00
Below Grade (Lower than Natl. Avg. RIT)	28	210.78	214.17	215.21	4.43
On/Above (At Natl. Avg. RIT or higher)	57	229.84	234.93	238.93	9.09
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Romano Butler IAR Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	165	15.15%	33.33%	30.91%	19.39%	1.21%	20.60%
5th Grade	29	6.90%	51.72%	20.69%	20.69%	0.00%	20.69%
6th Grade	50	16.00%	42.00%	24.00%	18.00%	0.00%	18.00%
7th Grade	51	9.80%	25.49%	45.10%	19.61%	0.00%	19.61%
8th Grade	35	28.57%	17.14%	28.57%	20.00%	5.71%	25.71%

School 3 Nicholas S. La Corte Peterstown
Elizabeth Public Schools: 2018-2019 SY

Principal: Jennifer Campel Initial Program Year: 2015-16 Grades Served: 6-8 Total # of Students in TTO: 165	Demographic Information: White: 7% Black: 7% American Indian/Alaskan Native: 0% Hispanic: 86% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 13% Free/Reduced Lunch: 89%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 204.77

Approx Starting Point: 1.5 years below grade level

School 3 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	74	209.24	214.10	218.90	9.66
6th Grade	46	204.77	209.49	214.73	9.96
7th Grade	28	217.04	222.15	226.22	9.18
Below Grade (Lower than Natl. Avg. RIT)	41	197.73	202.69	207.53	9.80
On/Above (At Natl. Avg. RIT or higher)	33	230.50	235.24	239.98	9.48
Special Education	14	189.88	196.08	201.88	12.00
English Language Learner	6	191.57	199.90	205.90	14.33

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

School 3 PARCC Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	133	17%	32%	26%	23%	2%	25%
6th Grade	78	24%	35%	21%	21%	0%	21%
7th Grade	55	7%	29%	33%	27%	4%	31%

School 9 Jerome Dunn Academy
Elizabeth Public Schools: 2018-2019 SY

Principal: Yalitza Torres Initial Program Year: 2014-15 Grades Served: 6-7 Total # of Students in TTO: 178	Demographic Information: White: 2% Black: 18% American Indian/Alaskan Native: 0% Hispanic: 79% Asian/Pacific Islander: 0% Multi-Race: 1% ELL: 35% Free/Reduced Lunch: 91%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 6th Grade RIT Score (Fall 2018): 202.50
Approx Starting Point: 2 years below grade level

School 9 MAP Data	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	96	204.87	210.59	213.23	8.36
6th Grade	60	202.50	208.99	212.13	9.63
7th Grade	36	208.88	213.34	215.13	6.25
Below Grade (Lower than Natl. Avg. RIT)	72	200.35	207.23	208.54	8.19
On/Above (At Natl. Avg. RIT or higher)	24	227.13	229.49	236.01	8.88
Special Education**	3	NA	NA	NA	NA
English Language Learner	46	198.88	205.38	208.97	10.09

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

*N too small after NWEA High Stakes filtering to report on this subgroup

School 9 PARCC Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	157	22%	42%	27%	9%	0%	9%
6th Grade	90	26%	39%	29%	7%	0%	7%
7th Grade	67	16%	46%	25%	12%	0%	12%

School 23 Nicholas Murray Butler
Elizabeth Public Schools: 2018-2019 SY

Principal: Berthenia Harmon-Carolina Initial Program Year: 2015-16 Grades Served: 6-7 Total # of Students in TTO: 180	Demographic Information: White: 6% Black: 40% American Indian/Alaskan Native Hispanic: 49% Asian/Pacific Islander: 2% Multi-Race: 3% ELL: 18% Free/Reduced Lunch: 68%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 6th Grade RIT Score (Fall 2017): 205.25
Approx Starting Point: 1.5 year below grade level

School 23 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	74	207.36	213.23	214.78	7.42
6th Grade	47	205.25	212.76	213.89	8.64
7th Grade	27	212.00	214.95	217.30	5.30
Below Grade (Lower than Natl. Avg. RIT)	52	202.54	207.03	208.52	5.98
On/Above (At Natl. Avg. RIT or higher)	22	224.57	233.62	235.39	10.82
Special Education	7	206.00	217.68	218.57	12.57
English Language Learner	12	195.58	205.89	208.25	12.67

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

School 23 PARCC Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	145	26.00%	38.00%	28.00%	8.00%	0%	8.00%
6th Grade	80	24.00%	40.00%	29.00%	8.00%	0%	8.00%
7th Grade	65	29.00%	35.00%	28.00%	8.00%	0%	8.00%

School 28 Duarte-Marti
Elizabeth Public Schools: 2018-2019 SY

Principal: Evelyn Rodriguez-Salcedo Initial Program Year: 2015-16 Grades Served: 6-7 Total # of Students in TTO: 215	Demographic Information: White: 3% Black: 17% American Indian/Alaskan Native: 0% Hispanic: 80% Asian/Pacific Islander: 0% Multi-Race: 1% ELL: 14% Free/Reduced Lunch: 68%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 206.84

Approx Starting Point: 1.5 year above grade level

School 28 MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	104	210.36	213.57	218.98	8.62
6th Grade	55	206.84	209.59	214.04	7.20
7th Grade	49	214.87	218.79	225.07	10.20
Below Grade (Lower than Natl. Avg. RIT)	73	204.81	207.68	211.43	6.62
On/Above (At Natl. Avg. RIT or higher)	31	228.33	232.68	241.65	13.32
Special Education	5	207.00	210.20	222.20	15.20
English Language Learner	17	199.38	206.18	211.26	11.88

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

School 28 PARCC Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	204	21.00%	44.00%	25.00%	11.00%	0%	11.00%
6th Grade	99	27.00%	48.00%	18.00%	6.00%	0%	6.00%
7th Grade	105	14.00%	39.00%	31.00%	15.00%	0%	15.00%

SLAM Miami High School
SLAM Charter Schools: 2018-2019 SY

Principal: Rey Breto Initial Program Year: 2018-19 Grades Served: 6-8 Total # of Students in TTO: 63	Demographic Information: White: 0% Black: 5% American Indian/Alaskan Native: 0% Hispanic: 95% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 73% Free/Reduced Lunch: 94%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 202.93

Approx Starting Point: 2 years below grade level

SLAM Miami MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	20	210.67	210.37	212.87	2.20
6th Grade	8	202.93	206.66	207.55	4.62
7th Grade	4	212.92	214.00	212.67	-0.25
8th Grade	8	217.25	208.25	218.25	1.00
Below Grade (Lower than Natl. Avg. RIT)	14	208.86	208.09	207.22	-1.64
On/Above (At Natl. Avg. RIT or higher)	6	226.50	225.07	237.67	11.17
Special Education**	1	NA	NA	NA	NA
English Language Learner	15	211.17	209.43	211.70	0.53

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

SLAM Miami FLorida State Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	60	26.70%	41.70%	26.70%	5.00%	0.00%	31.70%
6th Grade	21	52.40%	47.60%	0.00%	0.00%	0.00%	0.00%
7th Grade	21	23.80%	38.10%	33.00%	4.80%	0.00%	37.80%
8th Grade	18	0.00%	38.90%	50.00%	11.10%	0.00%	61.10%

SLAM North Miami Middle School
SLAM Charter Schools: 2018-2019 SY

Principal: Edward Gorriz Initial Program Year: 2018-19 Grades Served: 6-7 Total # of Students in TTO: 181	Demographic Information: White: 4% Black: 24% American Indian/Alaskan Native: 0% Hispanic: 73% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 56% Free/Reduced Lunch: 91%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 6th Grade RIT Score (Fall 2018): 215.43

Approx Starting Point: On Grade

SLAM North Miami MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	98	211.55	215.19	217.70	6.15
6th Grade	59	215.43	219.13	222.01	6.58
7th Grade	38	207.31	210.96	212.73	5.42
Below Grade (Lower than Natl. Avg. RIT)	61	206.76	209.33	210.69	3.93
On/Above (At Natl. Avg. RIT or higher)	37	223.45	228.98	233.26	9.81
Special Education**	0	NA	NA	NA	NA
English Language Learner	57	210.00	213.83	217.12	7.12

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

SLAM North Miami FLorida State Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
All Students	157	25%	32%	28%	11%	3%	42%
6th Grade	97	15%	28%	34%	19%	4%	57%
7th Grade	60	42%	40%	18%	0%	0%	18%

Somerset Academy
Somerset Academy, Inc.: 2018-2019 SY

Principal: Athena Guillen Initial Program Year: 2018-19 Grades Served: 8th Total # of Students in TTO: 54	Demographic Information: White: 0% Black: 85% American Indian/Alaskan Native: 0% Hispanic: 15% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 28% Free/Reduced Lunch

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 8th Grade RIT Score (Fall 2018): 216.45

Approx Starting Point: 1.5 years below grade level

Somerset MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	13	216.45	216.13	216.91	0.46
8th Grade	13	216.45	216.13	216.91	0.46
Below Grade (Lower than Natl. Avg. RIT)	11	211.29	211.70	211.56	0.27
On/Above (At Natl. Avg. RIT or higher)**	2	NA	NA	NA	NA
Special Education**	0	NA	NA	NA	NA
English Language Learner**	2	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Somerset FLorida State Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
8th Grade***	NA	NA	NA	NA	NA	NA	NA

*** No student level state test data provided, small subset of students who participated in supplemental implementation of TTO

Taos Middle School
Taos Municipal Public Schools: 2018-2019 SY

Principal: Alfred Cordova Initial Program Year: 2017-18 Grades Served: 6-8 Total # of Students in TTO: 475	Demographic Information: White: 9% Black: 1% American Indian/Alaskan Native: 6% Hispanic: 81% Asian/Pacific Islander: 2% Multi-Race: 1% ELL: 1% Free/Reduced Lunch: 99%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 6th Grade RIT Score (Fall 2018): 209.71
Approx Starting Point: 1 years below grade level

Taos MAP Data	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	185	216.57	220.55	224.75	8.18
6th Grade	59	209.71	213.01	216.81	7.10
7th Grade	54	216.33	221.37	227.07	10.74
8th Grade	72	222.15	225.74	229.30	7.15
Below Grade (Lower than Natl. Avg. RIT)	107	210.27	213.83	216.82	6.55
On/Above (At Natl. Avg. RIT or higher)	78	231.56	236.31	241.98	10.42
Special Education**	0	NA	NA	NA	NA
English Language Learner**	0	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup

Taos PARCC Exam***	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
6th Grade	161	NA	NA	NA	NA	NA	7%
7th Grade	146	NA	NA	NA	NA	NA	20%
8th Grade	141	NA	NA	NA	NA	NA	12%

***The school did not provide us with student level data. This publicly reported data only provides proficiency results, not results by level.

Taos High School
Taos Municipal Public Schools: 2018-2019 SY

Principal: Robert Trujillo Initial Program Year: 2018-19 Grades Served: 9th Total # of Students in TTO: 53	Demographic Information: White: 77% Black: 2% American Indian/Alaskan Native 8% Hispanic: 13% Asian/Pacific Islander: 0% Multi-Race: 0% ELL: 21% Free/Reduced Lunch:96%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 9th Grade RIT Score (Fall 2018): 220.50
Approx Starting Point: 2 years below grade level

Taos MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	28	220.50	223.58	228.14	7.64
9th Grade	28	220.50	223.58	228.14	7.64
Below Grade (Lower than Natl. Avg. RIT)	15	216.67	219.93	220.80	4.13
On/Above (At Natl. Avg. RIT or higher)	13	235.29	237.81	246.98	11.69
Special Education**	2	NA	NA	NA	NA
English Language Learner**	3	NA	NA	NA	NA

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

**N too small after NWEA High Stakes filtering to report on this subgroup.

Somerset FLorida State Exam	N	Level 1	Level 2	Level 3	Level 4	Level 5	Proficient
9th Grade	NA	NA	NA	NA	NA	NA	NA

***We were unable to get student level data from the school, and we only served a small subset of the Taos HS student body in a supplemental program.

Daniel Webster Middle School
Tulsa Public Schools: 2018-2019 SY

Principal: Michelle Brown Initial Program Year: 2017-18 Grades Served: 6-8 Total # of Students in TTO: 76	Demographic Information: White: 33% Black: 18% American Indian/Alaskan Native: 9% Hispanic: 30% Asian/Pacific Islander: 5% Multi-Race: 5% ELL: 18% Free/Reduced Lunch: 97%:

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 6th Grade RIT Score (Fall 2018): 214.50

Approx Starting Point: On Grade

Webster MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	36	209.82	215.71	219.13	9.31
6th Grade	10	214.50	220.70	223.90	9.40
7th Grade	11	205.62	212.11	215.71	10.09
8th Grade	15	210.31	215.54	218.98	8.67
Below Grade (Lower than Natl. Avg. RIT)	26	206.72	212.11	214.87	8.15
On/Above (At Natl. Avg. RIT or higher)	10	224.00	231.43	236.30	12.30
Special Education	5	194.83	203.25	207.03	12.20
English Language Learner	5	203.17	208.47	209.37	6.20

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

Webster Oklahoma State Exam**	N	Level 1	Level 2	Level 3	Level 4	Proficient
6th Grade	NA	NA	NA	NA	NA	NA
7th Grade	NA	NA	NA	NA	NA	NA
8th Grade	NA	NA	NA	NA	NA	NA

**We were unable to get student level data from the school, and we only served a small subset of the Webster student body.

Wonderful College Prep High School
Wonderful College Prep Academy: 2018-2019 SY

Principal: Shondra Walker Initial Program Year: 2016-17 Grades Served: 9 Total # of Students in TTO: 156	Demographic Information: White: 1% Black: 1% American Indian/Alaskan Native: 0% Hispanic: 95% Asian/Pacific Islander: 3% Multi-Race: 0% ELL: 38% Free/Reduced Lunch: 93%

MEASURES OF ACADEMIC PROGRESS (MAP)

Average Incoming 9th Grade RIT Score (Fall 2018): 219.31

Approx Starting Point: 2 years below grade level

Wonderful HS MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	78	219.31	224.23	228.84	9.53
9th Grade	78	219.31	224.23	228.84	9.53
Below Grade (Lower than Natl. Avg. RIT)	43	215.23	219.87	222.90	7.67
On/Above (At Natl. Avg. RIT or higher)	35	236.73	241.57	248.53	11.80
Special Education	5	206.67	210.47	218.47	11.80
English Language Learner	26	212.32	219.10	224.51	12.19

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

Wonderful HS State Test Exam***	N	% Level 1	% Level 2		% Level 4	% Proficient
9th grade	NA	NA	NA	NA	NA	NA

***There is no culminating state test for 9th graders in California

Wonderful College Prep Middle School
Wonderful College Prep Academy: 2018-2019 SY

Principal: Andre Lawe Initial Program Year: 2016-17 Grades Served: 6-8 Total # of Students in TTO: 503	Demographic Information: White: 1% Black: 1% American Indian/Alaskan Native: 0% Hispanic: 95% Asian/Pacific Islander: 3% Multi-Race: 0% ELL: 30% Free/Reduced Lunch: 90%

MEASURES OF ACADEMIC PROGRESS (MAP)
Average Incoming 6th Grade RIT Score (Fall 2018): 205.51
Approx Starting Point: 1.5 years below grade level

Wonderful MAP Data*	N	TTO Average Fall 2018 RIT Score	TTOAverage Winter 2019 RIT Score	TTO Average Spring 2019 RIT Score	TTO Avg Fall to Spring Gain
All Students	255	214.06	217.12	222.35	8.29
6th Grade	74	205.51	207.60	214.70	9.19
7th Grade	103	216.07	218.78	223.92	7.85
8th Grade	78	218.88	223.14	226.88	8.00
Below Grade (Lower than Natl. Avg. RIT)	153	206.07	208.25	212.70	6.63
On/Above (At Natl. Avg. RIT or higher)	102	231.43	235.72	242.20	10.77
Special Education	6	197.14	204.11	205.97	8.83
English Language Learner	72	202.55	205.50	210.24	7.69

*Results reflect the performance of all full-time participating students who took the MAP in both time periods needed for a growth score, less those whose administration failed to meet NWEA's High Stakes Testing Guidelines in either time period. More information can be found at: https://www.nwea.org/resource-library/research/guidance-for-administering-map-growth.

Wonderful MS SBAC Exam***	N	% Level 1	% Level 2	% Level 3	% Level 4	% Proficient	Proficient
All Students	479	42%	26%	17%	15%	32%	31.70%
6th Grade	150	46%	32%	11%	11%	22%	0.00%
7th Grade	170	34%	22%	24%	20%	44%	37.80%
8th Grade	159	45%	25%	16%	14%	30%	61.10%

***We were unable to get TTO student level state test data from the school, this is publicly reported data for all students at the school.

APPENDIX B: NWEA Norms for 2011 and 2015

The following MEASURES OF ACADEMIC PROGRESS (MAP) math growth results use national grade level growth norms, from both 2011 and 2015 norming studies, as a comparison.

2011 Student Mathematics Growth Norms

	Fall Status		Growth from Fall to:						
			Winter		Spring		Fall of Next Grade		
Grade	Mean	sd	Mean	sd	Mean	sd	Mean	sd	N
K	143.7	11.88	7.7	5.35	16.0	8.24	19.0	10.17	20,203
1	162.8	13.57	9.5	5.02	15.9	6.85	15.3	8.72	20,041
2	178.2	12.97	7.4	5.05	13.2	6.61	14.0	8.21	20,272
3	192.1	12.58	6.4	4.86	11.0	6.10	11.6	7.41	20,294
4	203.8	13.11	4.9	4.79	8.7	5.91	9.2	7.11	20,354
5	212.9	14.18	4.9	4.81	8.1	5.99	7.6	7.22	20,356
6	219.6	15.37	3.2	4.86	6.0	6.11	6.3	7.41	20,312
7	225.6	16.79	2.6	4.84	4.9	6.05	5.6	7.33	20,263
8	230.2	17.04	2.5	4.97	4.3	6.42	4.3	7.90	20,322
9	233.8	17.65	2.0	5.30	2.2	7.27	2.5	9.21	20,259
10	234.2	18.63	2.0	5.57	2.4	7.93	2.8	10.19	20,190
11	236.0	19.63							38,334

2015 Student Mathematics Growth Norms

Current Grade	Fall Mean	Fall SD	To Winter Mean	To Winter SD	To Spring Mean	To Spring SD	To Next Fall Mean	To Next Fall SD
K	140.04	15.06	11.43	5.56	19.10	7.59	24.02	9.14
1	162.42	12.87	11.43	5.50	18.40	7.45	14.59	8.12
2	176.90	13.22	9.50	5.35	15.21	7.11	13.23	7.04
3	190.40	13.10	7.81	5.08	12.99	6.47	11.36	6.41
4	201.94	13.76	6.77	5.05	11.55	6.41	9.89	6.12
5	211.44	14.68	5.79	5.22	9.92	6.80	5.99	6.50
6	217.62	15.53	4.44	5.20	7.71	6.75	6.70	6.67
7	222.65	16.59	3.47	5.11	5.95	6.55	5.47	6.26
8	226.30	17.85	2.85	5.59	4.63	7.66	3.96	7.16
9	230.27	18.13	1.96	5.81	3.13	8.15	2.40	7.38
10	230.06	19.60	1.46	6.18	2.31	8.92	2.00	7.76

APPENDIX C: Audited FY19 Financials

Fiscal Year 2019 Financial Snapshot Ending June 30, 2019

SUPPORT AND REVENUE

Individuals	$1,509,197
Foundations & Corp.	$8,955,555
Program Services Fee	$4,066,400
Contributed Services	$170,045
Other Revenue	$46,663
Total Revenue	$14,747,860

EXPENSES

Program Services	$13,498,834
Management and General	$2,816,885
Fundraising	$839,323
Total Expenses	$17,155,042
Change in Net Assets	($2,407,182)

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